

Enhancing Students' Writing Ability By Implementing Team Stand-n-Share Strategy

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Abstract: This Collaborative Classroom Action Research was aimed at improving the students' writing ability in recount text at Junior High School (SMP) TTN Paculgowang Jombang, East Java, Indonesia in Academic Year of 2014/2015. The subjects of this study were students of class VIIIA. The instruments in collecting the data were observation checklists, questionnaire, field notes and the students' writing test. The results of the study show that there were improvement of the students' participation and improvement of the students' writing ability. From the data collected through students' questionnaire, the researcher found out that most of the students had positive response toward the implementation of Team Stand-N-Share strategy.

Key Words: team stand-n-share, writing ability, recount text

Abstrak: Penelitian tindakan kelas kolaborasi ini bertujuan untuk meningkatkan kemampuan menulis siswa dalam teks rekon di SMP TTN Paculgowang Jombang, Jawa Timur, Indonesia tahun akademik 2014/2015. Subjek penelitian adalah siswa kelas VIIIA. Instrumen dalam pengumpulan data adalah daftar periksa observasi, angket, catatan lapangan dan ujian menulis siswa. Hasil penelitian menunjukkan bahwa ada peningkatan partisipasi siswa dan peningkatan kemampuan menulis. Dari data yang dikumpulkan melalui kuesioner siswa, ditemukan bahwa sebagian besar siswa memiliki respon positif terhadap pelaksanaan strategi *Team Stand-N-Share*.

Kata kunci: *team stand-n-share*, kemampuan menulis, teks rekon

Teaching writing in an EFL class is always challenging. The researcher found out that teaching writing at Junior High School level - SMP TTN Pacul Gowang, Jombang- is not easy. The teachers spent considerable time teaching but there was no significant improvement on students' achievement. During the process of teaching learning, most of the students looked unmotivated. It was because the teachers used traditional method in teaching. Moreover, the teachers only used students' worksheet for every meeting. The awareness of the teacher in using an innovative strategy and attractive media was still low. The achievement of the eighth graders in writing class was far from satisfying in recount text. The quality of the students' writing ability in recount text still needed much improvement. Based on the preliminary score, those students were low in three aspects of writing: content, structure, and language. The mean score of their writ-

ing was 5.1 points from the 3 traits of writing namely content (2.1), structure (1.5), and language (1.5).

Based on the condition and theoretical background above, the researcher decided to solve the problem on the students' writing ability. The researcher applied one of cooperative learning strategy in the teaching and learning process proposed by Kagan (2009), "Team Stand-N-Share". By implementing this strategy, it was expected that *Team Stand-N-Share* strategy could improve the students' writing ability in writing recount text.

Team Stand-N-Share strategy is a strategy proposed by Kagan can be used to improve students' writing ability. The strategy is implemented first by students standing with a team-generated list. Then the teacher calls on one student to share while other students add the shared item to their list if they don't have it, or check it off if they do. The last, students

sit when all of their items are shared and then discuss using RallyTable.

The strategy (*Team Stand-N-Share*) is under the umbrella of cooperative learning. One of the advantages is that it uses higher-level thinking skill. Interacting with others encourages people to restructure their thinking, like summarizing, elaborating, and explaining. The cognitive restructuring enhances higher-level thinking. Besides, disagreement when handled constructively helps clarify thinking and foster cognitive restructuring.

Concerning this strategy, *Team Stand-N-Share* strategy has some benefits to improve academics and also deliver rich social skills for the students. Laurie and Kagan in Kagan and Kagan (2009) state some benefits of *Team Stand-N-Share* strategy: active listening, coming to consensus, compromise, contributing the ideas, disagreeing appropriately, encouraging contribution, expressing an opinion, making sure everyone understands, quiet voices, responsibility, switching roles, taking turns, and working together.

Further, *Team Stand-n-share* is a combination of some cooperative learning strategies. Started from forming a team, students can be motivated more to work as an important member of a team than to work alone. The next step is standing and sharing ideas. This activity can form synergy among students. Synergy refers to the increased energy released when individuals are working in cooperation. Because of the synergetic effect, the group product can be better than the product of even the best individual working alone.

Synergy is released by tasks that encourage students to build on each other's ideas. Interaction causes stimulation and refinement of ideas. The ideas formed from each group are then shared to the class as team statements. In Team Statements, teammates first make a statement working alone, next share and validate each individual statement, and then work together to synthesize into one Team Statement to be the best ideas contained in the individual statements. After sharing is completed, each group will be back to their seat and discuss the idea shared in pairs or in groups. This activity can be done using "RallyTable" or "RoundTable" strategy (Kagan and Kagan, 2009).

Studies which focus on the use of Team Stand and Share strategy have yielded positive results. Khairunnas (2011) conducted his quasi experimental research to know the effect of using "Team Stand-N-Share" strategy to improve students' speaking achievement. The researcher used t-test to analyze the result of post-test and it was proved that "Team Stand-N-

Share" strategy gave significant influence to the students speaking ability. Simpson (2011) conducted research in cooperative learning and found that *Team-Stand-N-Share* structure could be designed to aid students with social, communication, and knowledge building skills. Students could also grow skills with presenting and processing information with the *Team-Stand-N-Share* strategy. In this study, the researcher also prepared picture series and video as the media used in teaching writing recount text. Media is the component of teaching that support the teaching and learning process. Forms of media may include text, graphics, animation, pictures, video, and sound. When media is used to support our teaching and learning process, many teachers believe that media can encourage students to work in groups, express their knowledge in multiple ways, solve problems, revise their own work, and construct knowledge. Students have the opportunity to learn and apply real-world skills (Ivers and Barron, 2002:2).

METHOD

The research design used in this study was collaborative Classroom Action Research (CAR) following Kemmis and McTaggart (1988) which consisted of four steps: (1) planning an action, (2) implementing the plan, (3) Observing the action, and (4) analyzing the data obtained during the action and making a reflection on the result of the observation. The four main steps were preceded by a preliminary study.

This research was conducted in one cycle. It had three meetings to implement the strategy and the last meeting was intended for the post-test. Each meeting took 80 minutes (2x40). This research was considered to be successful if it met two criteria of success: (1) the students were actively involved in the writing activities and (2) the students' writing ability improved after the implementation of the strategy.

Based on the students' score on the preliminary study, they were classified into three categories; low achievers consisting of 10 students (48%), middle achievers were 7 students (33%), and 4 students as high achievers (19%). Thus, it seemed to be unfair to set the same criteria of success for the three different groups of students. The detail criteria of success in term of score that students had to reach is displayed in Table 1.

Team Stand-N-Share strategy implemented in this research had 8 main steps as follows. 1) Dividing

Table 1. Criteria of Success

Students category	Score in preliminary study	Score to achieve
Low	3 - 4 points	≥ 5 points
Middle	5 - 6 points	≥ 7 points
High	7 - 8 points	≥ 9 points

students into some groups consisting of 4 students each. 2) The teacher showed a picture series related to the topic. 3) Then each group did prewriting by making some sentences based on the picture series or video. 4) Each group shared their ideas to the class. 5) After sharing was completed, each student did their own writing. 6) The next step was each two students conducted peer editing to give feedback or correction to their writing product one another. 7) Each student revised their work individually to create their best in writing recount text. 8) The teacher asked one of the students to read their work aloud.

In the first meeting, the lesson began by showing to the students an example of recount text. The teacher and the students discussed the text in terms of the generic structure and language features. This activity was aimed to get students' attention, increase their motivation, and also activate their prior knowledge. Then the teacher explained the learning objectives. This allowed the students to organize their thoughts on what they would learn and perform.

The next activity was to divide students into some groups consisting of 4 students each. Then the teacher showed a picture series related to the topic. Each group did prewriting by making some sentences based on the picture series. This activity could stimulate positive interdependence in learning because the members of the group with low achievers would get motivation and good partner in studying, while the high achievers obtained better communication ability. During this activity, the teacher guided, monitored, and helped them when they had difficulties.

After each group discussed the picture series or video given, they shared their ideas to the class. It was conducted by a representative of each group. By sharing ideas, the teams could learn a lot from each other. They could also reap benefits from sharing their projects with other teams. This strategy could make students able to analyze their response and aware that their response was really important in interaction.

After sharing was completed, each student did their own writing. When each student had made his or her own writing, each two of them conducted peer

editing to give feedback and correction to their writing product one another. After peer editing, each student revised their work individually to create their best in writing recount text. This activity could improve individual responsibility of the student about their product. By emphasizing on the students' individual responsibility, it could make the students feel responsible to do their best.

The last activity was the teacher asked one of the students to read their work aloud, after that all students submitted their work. Then, the teacher and the students did some reflection.

In the second and third meeting, the lesson started by discussing students' writing recount product in the previous meeting. The teacher gave emphasis on common mistakes of the students' work and gave more explanation on the students' weaknesses in writing recount text. This activity became an evaluation and also a feedback session for the students' work. Then the activity continued as the activity in the first meeting. The instructional media used in the first and third meeting was picture series while in the second meeting was video. The use of media was very important to increase students' motivation and helped them to explore the content of their writing recount text.

RESULTS

The Improvement of Students' Participation

In the first meeting in the activity "sharing ideas", some students were shy to be a representative of the group. So, the teacher always motivated the students to be brave and also gave a reward for the one who brave to be. By motivating and giving reward, it could motivate the students and made them more active in participating in learning.

In the second meeting, the atmosphere of the students' involvement increased. Some students kept asking some vocabularies, it showed they want to do their best in writing. Here the teacher answered the students' question if the vocabularies asked by students were difficult ones. In the contrary, the teacher asked them to open dictionary if the vocabulary was easy one. The representatives of the groups were more confident in presenting their ideas than in the first meeting. They were more motivated and brave to be the representative. They also presented the team ideas in louder voice.

In the third meeting, the atmosphere of teaching learning process was getting better than before. The

students were active to give response when the teacher gave them feedback. During writing activity, the students were more active to open their dictionary even though sometimes they still asked the difficult words. The students looked more enthusiastic and enjoyed much than the previous meetings.

From the data obtained during the action of the research, it could be concluded that most of the students participated actively in writing even though some of them were still dependent on their friends. It was also found that most of them relied too much on dictionary so that it frequently happened they missed taking the suitable English word representing the words they meant.

The Improvement of Students' Writing Ability

The result showed that most of the students' score improved at least two points better than in the preliminary test. 18 students (86%) were successful in reaching the criteria of success; while 3 students (14%) did not pass the criteria of success in achieving their target score.

The writing process (prewriting-writing-revising-proofreading) the students practiced during the implementation of the strategy was very effective to make

a good writing recount text. The steps could help them do their best in writing and improved their knowledge to make a good writing.

After analyzing the process and the data collected during this cycle the researcher decided to end the cycle 1 as the final stage of the research because it already met the criteria of success. Most students were actively involved during the implementation of the strategy. The students' writing ability also significantly improved after the implementation of the strategy based on the writing score they achieved. Figure 1 displays students' improvement in their writing score before and after the implementation of the strategy.

The Students' Attitude Towards the Implementation of the Strategy

Beside the improvement of students' involvement and writing ability, the researcher found additional finding about the students' attitude and interest in joining the learning process. From the questionnaire, it was found out that 19 (91.5%) students stated they liked to study by using *Team Stand-N-Share* strategy, and the rest, 2 (8.5%) students did not like the class. 20 (95,3%) stated that *Team Stand-N-*

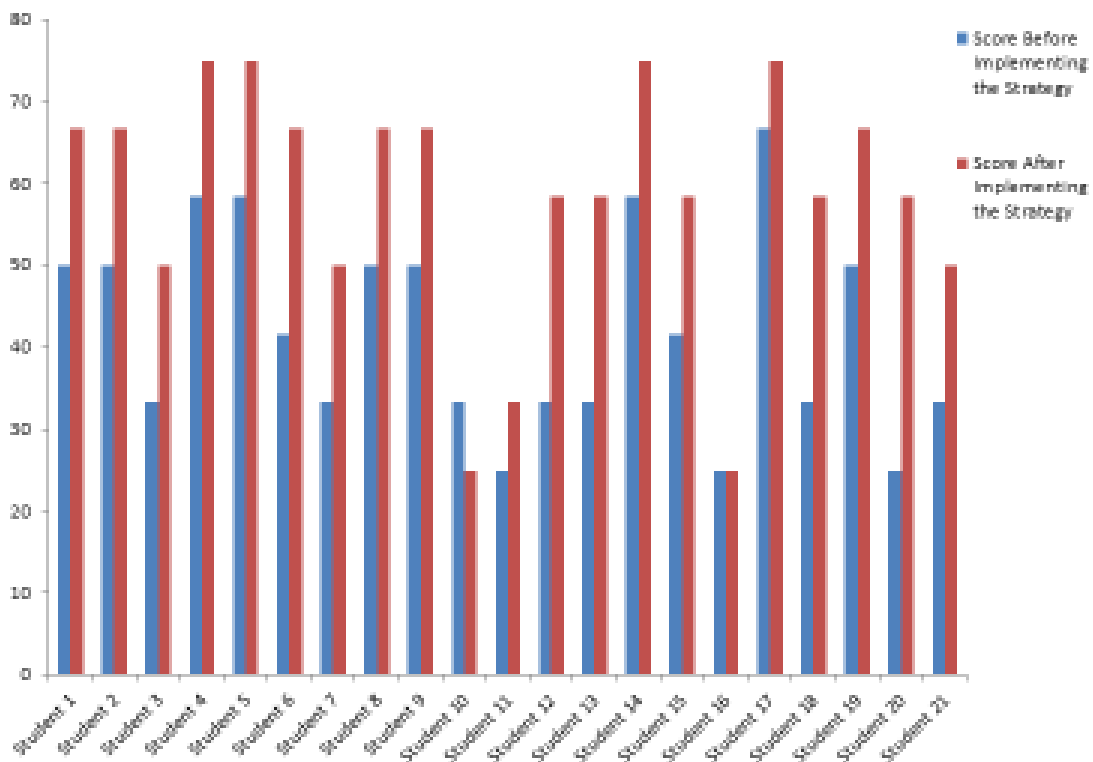


Figure 1. Improvement of Students' Writing Score

Share strategy was attractive to be implemented. All students (100%) stated that *Team Stand-N-Share* strategy helped them easier to write recount texts.

In developing a recount text, it was found that 17 (81%) students applied the writing process during their making recount text while 4 (19%) students did not. It is in line with the fact that 21 students (100%) of them stated that by applying *Team Stand-N-Share* strategy, they could make them easier in writing recount text. Even though the strategy is interesting to be implemented again according to 17 (81%) students, 4 (19%) students said the contrary. It shows that variation in teaching strategy is very important. As a teacher, we should be more active and innovative. By implementing a suitable strategy, it can affect students' motivation and also students' achievement.

Based on the data collection from the questionnaire, it can be concluded that the students had positive attitude toward the implementation of *Team Stand-N-Share* strategy. The positive attitude also affected the students' participation during the teaching learning process.

DISCUSSION

Team Stand-N-Share strategy is one strategy under the umbrella of cooperative learning proposed by Kagan and Kagan (2009) that can be used to improve students' writing ability in recount text. The implementation of this strategy could generally be divided into three stages: pre activity, whilst activity, and post activity. In the pre activity, the teacher explains about the purpose of the study and also the importance of writing recount text used in daily activity. As stated by Slavin: "it is important to convince students of the importance and interest level of the material that is about to be presented, to show the students how the knowledge to be gained will be useful to students" (2006:336).

To increase students' motivation during the teaching learning process, the teacher also promised to give a reward for the students who got the best score in writing after the implementation of the strategy. It is in line with the theory that the use of rewards more often increases intrinsic motivation, especially when the rewards are contingent on the quality of performance rather than on mere participation in an activity (Slavin, 2006:336).

In the preactivity, the teacher also checked the background knowledge of the students by asking some students to make a sentence in past form. This activity

was intended for the students to be ready before studying recount text. It was because forming past tense is one of the essential parts and mostly used in writing recount text (Anderson and Anderson, 2003:55).

Before giving the material, the teacher divided the class into some groups. Each group consisted of 4 students. In a cooperative learning class, an ideal general classroom organization plan in which students work in small groups is between two-to-six members for each group (Slavin, 2006:259)

The member of each group were formed heterogeneously, a mix between the high achievers and the low ones in one group. When the students work together in small groups, it can help each other to learn (Slavin, 2006:255). This activity was intended to stimulate positive interdependence in learning because the members of the group with low achievers would get motivation and good partner in studying, while the high achievers get better communication ability (Kagan & Kagan, 2009:117).

The first activity in whilst step was each group did pre-writing, they observed the picture series given by the teacher. Each group made some sentences based on the pictures given. This activity was intended that each student would be motivated to help his or her friends because the purpose of cooperative learning is to support each member of the group to become better (Isjoni, 2011:42). It is also in line with Johnson & Johnson (1994) that cooperative learning situations promote greater achievement motivation, more intrinsic motivation, more persistence in completing the tasks, and greater continuing motivation to learn.

During the group discussion in pre-writing stage, the teacher used picture series and video as the instructional media. In the first and third meeting, the teacher used picture series as the media. For the second meeting, the media used to do prewriting was video. Those were suitable with Ivers and Barron (2002:2) defining that those media (picture and video) can be used as the component of teaching that support the teaching and learning process.

After each group did pre-writing, they shared their ideas in way of presentation in front of the class by a representative of each. By sharing ideas, the students can improve their social skill, communication skill, and also build their knowledge of what they have just learned (Kagan and Kagan, 2009). By sharing ideas, the teams can learn a lot from each other. They can also reap benefits from sharing their projects with other teams. This strategy can make students to be able to analyze their response and aware that their response

is really important in interaction. It can call each student to generate a response to a prompt or question and allow each student to feel that his or her response is heard (Guillaume, 2007:93).

After sharing the ideas, the students had to do their own writing recount text. Even though it was started by team work, it did not mean that the students worked only in teams. Just as students need to learn to work well with others, they need to learn to work well on their own. As Kagan and Kagan (2009: 34) stated that in cooperative learning, students had to create products for which they alone are responsible. That is why there should be an individual responsibility about their product. By emphasizing on the students' individual responsibility, it can make the students feel responsible to do their best (Lie, 2010:33).

The next activity was peer editing where each of two students gave feedback or correction to their writing product one another. It was conducted by reading the writing of the partner and responding with positive criticism and appreciation. As Holst (1993:117) stated that peer editing is a very important part in writing process. This activity was conducted in RallyTable. By working in RallyTable, students can take turns generating written responses, solving problems, or making a contribution to a project (Kagan and Kagan, 2009: 156). In peer editing, the teacher gave guidance how to give response and feedback to their partner work. As what Lie (2010:33) stated that the success key of cooperative learning is the preparation of the teacher in arranging students' task.

The last activity was proofreading. After the students got feedback from their partner, they revised their work individually to create their best in writing recount text. It is in line with Holst (1993:109) that in the final step of writing, students have to search for errors, omissions, and mis-spelling. As the closing activity, then the teacher asked one student to read aloud his or her work. After that teacher together with the students did some reflection of the teaching learning process they had done.

The Weakness of *Team Stand-N-Share* Strategy and the Solution

The use of picture series and video were very helpful in teaching writing. Even though the students did not find difficulty in interpreting the pictures and video, they found difficulty in choosing vocabulary to be used because of their lack of vocabulary. Most students frequently asked to the teacher and opened

the dictionary in writing paragraph. This is the reason why the teacher always gave a list of key words and some more appropriate vocabulary items to them.

The students were enthusiastic when they had a writing activity. The students actively discussed the picture series or movie with their team. This indicated the active participation from the students. But on the other hand, it took more times for students to do pre-writing during their discussion. The idea of every student in group should be involved in discussing to find the best ideas. To overcome this problem, the teacher gave them time limit to finish their discussion. The teacher also often reminded the students the time and always monitored them whether or not they had a problem.

The lack of vocabulary was still the main problem for the students. Many questions on the difficult words sometimes make the teacher busy serving the students individually. To balance this condition, the teacher sometimes asked the students to use their dictionary to find the the appropriate diction for the sentence they made.

Furthermore, from the errors made by the students, they seemed that they found difficulties in using English tenses. For that reason, the teacher gave more explanation for the students about tenses and always gave feedback from their work in every meeting.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the results of this research, it can be concluded that the implementation of *Team Stand-N-Share* strategy has many advantages to help students improve their writing ability and encourage them to be more active in writing class.

Based on the result of the research, the researcher find: (1) *Team Stand-N-Share* strategy can improve students' writing ability, the students made less mistakes in choosing an appropriate vocabulary and tenses. They also write some more and longer paragraph with more sentences and better in content. Then, students' writing performance also improves, (2) *Team Stand-N-Share* strategy can make the students more active to participate in the process of teaching learning. The students were more active in asking questions to the teacher about their problem of writing. When they got stuck to find the new vocabulary or to apply the correct grammar, they were more confident to ask for help to the teacher individually or through discussing in groups.

Beside the advantages of the strategy, there are also some advantages of the media (picture and video). For the teacher; the media is easy to find, cheap, and it does not take much time to prepare and it can be used to explain the direction to the students. For the students; picture series or video can be motivating, stimulating ideas, attractive, interesting, and reduce their boredom in the class because they can play with imagination and relaxing the atmosphere in the class.

Suggestions

Based on the results it is suggested that English teachers should always be creative in teaching writing. Implementing an innovative strategy like *Team Stand-N-Share* strategy is one of the examples of innovative strategy in teaching writing. English teachers have to motivate the students to be more active in practice writing. It can be done by asking the students to write their daily activities or diary in English and then the teacher can give feedback for their writing.

To the future researchers who want to conduct a research concerning *Team Stand-N-Share* strategy, it is suggested to conduct classroom action research using different research designs and different focus in term of language skills or types of texts.

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